Grade (2) class:……………………… Date:……………………. present:………. Absent :…………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Who Am I?	Chapter 1	lesson 1	•Participate in Calendar Math activities. • Collect and interpret data. • Create a class birthday bar graph.	Calendar. Graph.	Pages 25-28	Jigsaw	what do you remember about calendars? What are they used for? Why are they important? What do they show us? Who can remind us what a Shoulder Partner is? Who has ever seen a graph before?	Calendar	Allow students a moment to share their thoughts with a partner.	Pages 0	Share and discuss answers with shoulder Partner. Change answers as needed.

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class:……………………… Date:…………………… present:………. Absent :…………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Who Am I?	Chapter 1	lesson 2	• Participate in Calendar Math activities. • Collect and interpret data. • Create a favorite day of the week bar graph.	Calendar. APPLY.	Pages 29-33	Jigsaw	Who can show us where it says the current month? What number will we circle today? How many students have birthdays in January? February? (and so on) Which month has the most birthdays? Which month has the fewest birthdays?	Calendar	Allow students a moment to share their thoughts with a partner.	Pages 1-2	Share and discuss answers with shoulder Partner. Change answers as needed.

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Grade (2) class:……………………… Date:………………… present:………. Absent :…………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions/Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
maths	Day in my life	1	3	Student will be able to : • Participate in Calendar Math Activities. • Interpret data in a bar graph. • Use the symbols >, =, and < to express comparisons **KEY VOCABULARY** • Bar graph • Compare • Equal • Fewest • Greater than • Less than • Most • Quantity **MATERIALS** • Calendar Math area • Large horizontal copy of the favorite day bar graph from Lesson 2 (including data) • Student book and pencil • Poster of >, <, and =	**Calendar:** Point to the month and days of the week To know how many days we have been in school circles 3 on the 120 chart **Learn:** In our last lesson, we made a class bar graph about our favorite days. On the board is a new bar graph that displays the same data. What is most important is that we have: • A horizontal side that is labeled. • A vertical side that is labeled. • A title to tell people what the graph shows. • Numbers to help us read the data. We will compare the data to answer some questions about our favorite days. How many students have Saturday as their favorite day of the week?	P 34-38	Calling Sticks Turn and Talk Shoulder Partner Thumbs Up Shake It Share It High Five		video	Use the technology	P 3	Use The less than symbol, greater than symbol, and the equal symbol by using their hand Put the suitable sign <,>,= 5…..3 13…….23 40……29

Teacher's Self Reflection	☐	Exceeds expectations	☐	Meets expectations	☐	Sometimes Meets Expectations	☐	Below Expectations	☐



Grade (2) class:……………………… Date:………………… present:………. Absent :………….. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions/Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
maths	Day in my life	1	4	**Student will be able to :** • Participate in Calendar Math activities. • Collect and interpret data. • Create a bar graph about siblings. • Order a set of numbers from least to greatest. **<u>New vocabulary:</u>** • Bar graph • Calendar • Compare • Data • Greatest • Least • Order • Table **<u>Material :</u>** Calendar Math area • Student book and pencil • Crayons, colored markers, or colored pencils • Sibling data collection table • Large blank Siblings in Our Family bar graph	**<u>Calendar:</u>** **Point to the month and days of the week** **To know how many days we have been in school circles 4 on the 120 chart** **<u>learn:</u>** **collect data about our families and our brothers and sisters.** **Students in our class have different sizes of families and different numbers of siblings. Siblings are brothers or sisters. Some people do not have any brothers or sisters and they are the only child in their family. Some people have only sisters or only brothers.** **compare our data is to order it from least to greatest** **<u>Reflect :</u>** **write or draw something you learned or noticed today about this bar graph.**	**P 39-42**	**Shoulder Partner Calling Stick Thumbs Up**	**which category had the most? Which category were you in, and was that a category with lots of students or a few?**	**video**	**Use the technology**	**P 4-6**	**Arrange ascending order : 5, 25,32,13**

Teacher's Self Reflection	☐	Exceeds expectations	☐	Meets expectations	☐	Sometimes Meets Expectations	☐	Below Expectations	☐



Grade (2) class:……………….…….. Date:………………..… present:………. Absent :…………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions/Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
maths	Day in my life	1	5	**Student will be able to :** • Participate in Calendar Math activities. • Interpret data in a bar graph. • Solve put-together and take-apart problems about bar graph data **KEY VOCABULARY** • Addition • Bar graph • Calendar • Data • Difference • Subtraction • Sum **MATERIALS** • Calendar Math area • Student book and pencil • Large copy of Favorite Fruit graph • Questions about bar graph data (written on the board or on a large poster) • Sets of 20 counters (one set per pair of students)	**Calendar:** **Point to the month and days of the week** **To know how many days we have been in school** **circles 5 on the 120 chart** **learn :** **Display the large Our Favorite Fruit bar graph** **how many people liked strawberries and bananas** **I have to add together the number of people who like strawberries and the number of people who like bananas.** **When I add, I am finding a SUM. Repeat the word SUM** **we can add 9 + 7 together to find the sum , let's compare how many more people liked bananas than oranges** **Write 3 + 4 = 7 on the board.** **Write 7 – 3 = 4 on the board.** **Reflect:** **Shake It Share It High Five with at least three different partners**	**P 43-47**	**Thumbs Up** **Calling Sticks** **Shoulder Partner** **Attention Getting Signal.** **Whisper** **Shake It Share It High Five**	• **What is the most popular fruit on this graph? How can you tell?** • **Which fruit is liked the least? How can you tell?** • **Are there any fruits that have equal numbers of people that like them? How can you tell?**	**video**	**Use the technology**	**P 7**	**Find the result:** **8+ 7=** **9-5=** **11-6=** **13+ 4=**

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Grade (2) class:……………………….. **Date:…………………..** **present:……….** **Absent :………….** **Students' total number:……….**

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions/Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
maths	Day in my life	1	6	**Student will be able to :** • Participate in Calendar Math activities. • Skip count by 2s. • Interpret a bar graph with a scale of 2. **<u>KEY VOCABULARY</u>** Bar graph • Calendar • Compare • Data • Least • Most • Scale • Skip counting **<u>MATERIALS</u>** • Calendar Math area • Student book and pencil • 120 Chart • Large copy of the Favorite Fruit 2 bar graph • Questions about bar graph data (written on the board or on a large poster)	**<u>Calendar:</u>** **Point to the month and days of the week** **To know how many days we have been in school** **circles 6 on the 120 chart** **<u>learn :</u>** **count aloud by 2s from 2 to 50, say 2, 4, 6, 8, 10.** **Point to the 2, 4, 6, 8, and 10 in 22, 24, 26, 28, 30, 32, 34, 36, 38, and 40.** **Point again to show that you are skipping 1, 3, 5, 7, and 9 each time you count aloud.** **How many students liked apples best?** **<u>Reflect</u>** ; **Write or draw which graph they preferred and explain why. When finished, share their journal entry with their Shoulder Partner.**	**P 48-51**	**Thumbs Up** **Calling Sticks** **Shoulder Partner** **Wait Time**		**video**	**Use the technology**	**P 8-9**	**Find the result:** **9+ 5=** **11-5=** **16-6=** **15+ 4=**

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Grade (2) class:…………………….. Date:………………… present:………. Absent :………….. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions/Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
maths	Day in my life	1	7	Student will be able to : • Participate in Calendar Math activities. • Skip count by 10s. • Interpret a bar graph with a scale of 10. **KEY VOCABULARY** • Bar graph • Calendar • Compare • Data • Least • Most • Scale • Skip counting **MATERIALS** • Calendar Math area • Student book and pencil • Large copy of the Favorite Colors bar graph • 120 Chart	**Calendar:** Point to the month and days of the week To know how many days we have been in school circles 7 on the 120 chart **Learn:** • Which color was the favorite of the 200 students asked? How can you tell? • Which color was the least favorite of the group? How can you tell? • Which color had more than 50 students like it? How can you tell? • How many people liked red best? How can you tell? **Reflect :** Think about all the bar graphs we have looked at in math.	P 52-55	Calling Sticks Attention Getting Signal Shoulder Partner Thumbs Up	1. How many people liked red best? 2. How many people liked blue best? 3. How many people liked green best? 4. How many people liked yellow best?	video	Use the technology	P 10	Find the result: 10 + 20= 50+40= 60+40= 50+60=

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Grade (2) class:…………………….. Date:………………… present:………. Absent :…………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions/Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
maths	Day in my life	1	8	**Student will be able to :** • Participate in Calendar Math activities. • Collect data about the sums of 2 six sided dice. • Create a bar graph to represent the collected data. • Interpret data in a bar graph.. **<u>New vocabulary:</u>** • Calendar • Dice • Graph • Horizontal • Most • Sum • Vertical **<u>Material :</u>** • Calendar Math area • Student book and pencil • Large copy of the Which Sum Is Rolled the Most? bar graph • 2 six-sided dice for each pair of students • Crayons for each pair of students	**<u>Calendar:</u>** **Point to the month and days of the week** **To know how many days we have been in school circles 8 on the 120 chart** **<u>learn:</u>** **Today we are going to play a math game to collect data to make a bar graph. As part of the game, we will add two numbers together to find a sum First, I will roll the dice. I rolled a _____ and a _____. I will add those together: _____ + _____ = _____, so I color in the first box above that sum.** **<u>Reflect :</u>** **Why do you think some sums came up more than others? Many of you seemed to stand up when I called out 7 and 8, but not as many when I called out 2 or 12. Why do you think that is? Talk to your Shoulder Partner for a minute and give a Thumbs Up when ready to share.**	**P 56-59**	**Shoulder Partner Calling Stick Thumbs Up Attention Getting Signal.**		**video**	**Use the technology**	**P 11**	**Find:** **2+ 4=** **6+ 6=** **6+4=** **6+5=** **2+5=**

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Grade (2) class:……………….…….. Date:…………………... present:………. Absent :…………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions/Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
maths	Day in my life	1	9	**Student will be able to :** • Participate in Calendar Math activities. • Interpret a pictograph with a scale of 2. • Solve put-together and take-apart problems about pictograph data. **KEY VOCABULARY** • Calendar • Least • More • Pictograph • Quantity • Scale **MATERIALS** • Calendar Math area • Student book and pencil • Large copy of the Pick a Flower pictograph • 120 Chart (one chart for each pair of students)	**Calendar:** Point to the month and days of the week To know how many days we have been in school circles 9 on the 120 chart **learn** : display the data by pictograph count from 2 to 50 MONDAY TUESDAY WEDNESDAY THURSDAY FRIDAY 1. How many flowers were picked on Monday? 2. How many flowers were picked on Thursday? 3. Did any two days have the same number of flowers picked? 4. How many flowers were picked on Monday and Tuesday? 5. Which day had the least number of flowers picked? 6. Which day had the most number of flowers picked? 7. How many more flowers were picked on Thursday than Wednesday? 8. How many flowers were picked on Monday, Tuesday, and Wednesday? **Reflect:** Something I learned about pictographs today is ______.	P 60-63	Calling Stick Shoulder Partner Thumbs Up	look at the pictograph and talk about what you notice about it. What is the same and what is different compared to bar graphs?	video	Use the technology	P 12-13	Find the result: 18+ 8= 20+7= 14+6= 8-5=

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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions/Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
maths	Day in my life	1	10	**Student will be able to :** • Participate in Calendar Math activities. • Create a bar graph using data from a pictograph. • Interpret data in a bar graph with a scale of 2 .**KEY VOCABULARY** • Bar graph • Calendar • Columns • Data • Horizontal • Key • Pictograph • Rows • Vertical **MATERIALS** • Calendar Math area • Student book and pencil • Large Pick a Flower pictograph from Lesson 9 • Large blank bar graph • Crayons	**Calendar:** **Point to the month and days of the week** **To know how many days we have been in school** **circles 10 on the 120 chart** **learn :** **Who can remind me what we did yesterday in math class?** **Add horizontal and a vertical label and scale to the bar graph.** **On Wednesday, 5 flowers were picked. Remember that each flower represented 2, so 2, 4—and a half of 2 is 1—so the half flower equals 1. 4 plus 1 equals 5. We have to create a bar that shows that 5 flowers were picked, but our bar graph only shows 2, 4, 6, 8, and so on** **Reflect** ; **walk around the room looking at each other's graphs. Think about how your graph is similar to or different from your friends' graphs.**	**P64-68**	**Calling Sticks** **Thumbs Up** **Gallery Walk.** **Shoulder Partner** **Attention Getting Signal**		**video**	**Use the technology**	**P14**	**Find the result:** **4+1=** **10+7=** **14-4=** **8+3=**

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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Who Am I?	Chapter 2	lesson 11	• Participate in Calendar Math activities. • Apply the mental math strategy of adding doubles. • Solve addition problems.	• Calendar • getting the double	Pages 75-78	Calling Sticks - Relay Race	*-what do you remember about calendars? *-What are they used for? *-Who can use the double chart? *-Who can get the result of 7+7? *-Who can get the result of 7+8 and 5+8 using the adding the double? *-Who can count by 5 using 120-chart ?	Calendar - 120-chart – double chart	Allow students a moment to share their thoughts with a partner.	Pages 15	Share and discuss answers with shoulder Partner. Change answers as needed.

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Grade (2) class:………………………. Date:…………………..… present:………. Absent :…………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Who Am I?	Chapter 2	lesson 12	• Participate in Calendar Math activities. • Apply the mental math strategy of counting on from the bigger number to add. • Apply the mental math strategy of counting on from the smaller number to subtract. • Solve addition and subtraction problems.	Calendar. Counting using the fingers.	Pages 79 - 82	Calling Sticks - Popcorn	*-what do you remember about calendars? *-Which is the greatest number 9 or 5? *-Which is the smallest number 6 or 4? *-Find the sum of 11+5 by counting from the greatest? *-Find the difference between 12-9 by counting from the smallest? *-Who can count by 5 using 120-chart ?	Calendar – 120-chart	Allow students a moment to share their thoughts with a partner.	Pages 16 - 17	Share and discuss answers with shoulder Partner. Change answers as needed.

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Who Am I?	Chapter 2	lesson 13	• Participate in Calendar Math activities. • Apply the mental math strategy of adding or subtracting 10. • Solve addition and subtraction problems	Calendar. Counting by ten.	Pages 83 - 86	Calling Sticks - Turn and Talk	*-what do you remember about calendars? *-Look at 120-chart and notice the columns and the rows *-What is the result of 5+10 mentally? *-What is the result of 16-6 mentally? *-Who can count by 10 using 120-chart ?	Calendar – 120-chart	Allow students a moment to share their thoughts with a partner.	Pages 18	Share and discuss answers with shoulder Partner. Change answers as needed.

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Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Who Am I?	Chapter **2**	lesson **14**	• Participate in Calendar Math activities. • Apply the mental math strategy of making tens to add or subtract. • Solve addition and subtraction problems.	Calendar. Making ten.	Pages 87 - 91	Calling Sticks - Turn and Talk	*-what do you remember about calendars? *-How many days in this month? *-Who can tell me the family of the number 10 *-What is the result of 8+9 by making ten *-What is the result of 16-8 by making ten ?	Calendar – Making Tens chart	Allow students a moment to share their thoughts with a partner.	Pages 19 - 21	Share and discuss answers with shoulder Partner. Change answers as needed.

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class:……………………… Date:…………………… present:……….. Absent :…………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Who Am I?	Chapter 2	lesson 15	• Participate in Calendar Math activities. • Apply mental math strategies to solve addition story problems.	Calendar. Reading a story problems.	Pages 92 - 95	Calling Sticks - Shoulder Partners	*-what do you remember about calendars? *-Who can read the story problem in your book ? *- Fatima collected 6 flowers. In the afternoon, she gathered 7 more flowers. How many flowers did Fatima have in all? Think for a moment about the problem.	Calendar – Mental Math Strategies poster	Allow students a moment to share their thoughts with a partner.	Pages 22 - 23	Share and discuss answers with shoulder Partner. Change answers as needed.

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class:……………………. Date:……………….…… present:………. Absent :…………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Who Am I?	Chapter 2	lesson 16	• Participate in Calendar Math activities. • Apply mental math strategies to solve addition story problems.	Calendar. Reading a story problems.	Pages 96- 99	Calling Sticks - Shoulder Partners	*-what do you remember about calendars? *-Who can read the story problem in your book ? *- Layla collected 17 stones. She gave 10 to her sister. How many stones does Layla have now? Think for a moment about the problem.	Calendar – Mental Math Strategies poster	Allow students a moment to share their thoughts with a partner.	Pages 24 - 25	Share and discuss answers with shoulder Partner. Change answers as needed.

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class:……………………… Date:……………………. present:………. Absent :…………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Who Am I?	Chapter 2	lesson 17	• Participate in Calendar Math activities. • Solve addition problems to find a missing addend. • Apply mental math strategies to solve addition problems.	Calendar. Counting from the smallest to the greatest.	Pages 100 - 103	Calling Sticks - Shoulder Partners	*-How many Mondays in this month? *-Who can count by 100 to 1000 ? *-I drew 7 hearts , someone complete it 12 hearts . how many hearts were added to this group? *- Can you solve these problems 7 + =12 9 + = 13 11 + =18	Calendar – Heart and star posters for lesson	Allow students a moment to share their thoughts with a partner.	Pages 26 - 27	Share and discuss answers with shoulder Partner. Change answers as needed.

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class:……………………… Date:…………………… present:……… Absent :………… Students' total number:………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Who Am I?	Chapter 2	lesson 18	• Participate in Calendar Math activities. • Solve subtraction problems to find a missing subtrahend. • Apply mental math strategies to solve subtraction problems.	Calendar. Counting from the smallest to the greatest.	Pages 104- 107	Calling Sticks - Shoulder Partners	*-How days off in this month? *- Before lunch, Aya had 20 candies. After lunch, Aya had 11 candies left. How many candies did Aya eat at lunch? *- Can you solve these problems 20 - =11 13 - = 5 11 - =6	Calendar – Smiley face and candy posters	Allow students a moment to share their thoughts with a partner.	Pages 28	Share and discuss answers with shoulder Partner. Change answers as needed.

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class:……………………… Date:…………………… present:………. Absent :…………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Who Am I?	Chapter 2	lesson 19	• Participate in Calendar Math activities. • Solve problems to find a missing addend or subtrahend. • Apply mental math strategies to solve addition and subtraction problems.	Calendar. Counting from the smallest to the greatest.	Pages 108- 110	Calling Sticks - Shoulder Partners	*-what do you remember about calendars? *- Who can count by 5 and 10 to 120 *- Can you solve these problems 6 + = 12 10 + = 16 13 – = 9 19 – = 8 10 + = 19 11 – = 7	Calendar – Smiley face and candy posters	Allow students a moment to share their thoughts with a partner.	Pages 29 - 30	Share and discuss answers with shoulder Partner. Change answers as needed.

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class:……………………… Date:…………………… present:………. Absent :…………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	Who Am I?	Chapter 2	lesson 20	• Participate in Calendar Math activities. • Apply mental math strategies to add 1- and 2-digit numbers.	Calendar. Counting from the smallest to the greatest.	Pages 111- 114	Calling Sticks - Model	*-How many days in this month? *- Who can use the dice? *-Who can tell me the numbers on the upper faces on the dice? *- Who can play the 101 game? *- Can you solve these problems 6+6 = 13 +5 = 22+3 =	Calendar – Dice (one die per small group of students)	Allow students a moment to share their thoughts with a partner.	Pages 31	Share and discuss answers with shoulder Partner. Change answers as needed.

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: 2 / …. Period : ………. Date: ….. / …… / 2019 present: ……….. Absent : …………. Students' total number:………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	Who Am I?	Chapter 3	lesson 21	Students will: * Participate in Calendar Math activities. * Read and write 3-digit numbers. * Represent 3-digit numbers using concrete models. * Identify the place and value of each digit in a 3-digit number. **MATERIALS :** * Calendar Math area * Hundreds, Tens, Ones chart * Two sets of Number cards 1 to 9 * Student book and pencil **KEY VOCABULARY :** Digit Hundreds Ones Place value Value	**Calendar:** Point to the month and days of the week to know how many days we have been in a school Circle 21 on the 120 number chart. **Learn :** What is the greatest number consists of 2 digits? What is the number after it ? Form three cards : 1 , 2 and 8 Write the 3 digits number from them?	Pages 122 - 126	Shoulder partner – Calling sticks Thumbs up – high five	1 -What is the smallest number consists of 3 digits? 2 -What is the greatest number consists of 3 digits?	Calendar – cards - video	Allow students 5 minutes to share their numbers with a partner.	Pages 32	Write the place value of digit 3 in each? 123 – 435 - 389

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class: 2 / …. Period : ………. Date: ….. / …… / 2019 present: ………. Absent : …………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	Who Am I?	Chapter 3	lesson 22	Students will: * Participate in Calendar Math activities. * Read and write 3-digit numbers. * Represent 3-digit numbers using concrete models. * Identify the place and value of each digit in a 3-digit number. **MATERIALS :** * Calendar Math area * Hundreds, Tens, Ones chart * Two sets of Number cards 1 to 9 * Student book and pencil **KEY VOCABULARY :** Digit Hundreds Ones Place value Value Dice	**Calendar:** Point to the month and days of the week to know how many days we have been in a school Circle 22 on the 120 number chart. **Learn :** By using a die, roll it 3 times. My 1st roll be hundreds digit. 2nd roll be tens digit. 3rd roll be ones digit. Read the resultant number. **Reflect :** How can digit 3 have different values ?	Pages 127 - 130	Shoulder partner – Calling sticks Thumbs up – high five	1 -What is the smallest number consists of 3 different digits? 2 -What is the greatest number consists of 3 different digits?	Calendar – cards - video	Allow students 5 minutes to share their numbers with a partner.	Pages 33 - 34	Write the value of digit 4 in each? 143 – 435 - 384

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class: 2 / …. Period : ………. Date: ….. / …… / 2019 present: ………. Absent : …………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	Who Am I?	Chapter 3	lesson 23	Students will: * Participate in Calendar Math activities. * Read and write 3-digit numbers. * Represent 3-digit numbers using concrete models. * Identify the place and value of each digit in a 3-digit number. **MATERIALS :** * Calendar Math area * Hundreds, Tens, Ones chart * Numbers cards : 1 , 2 ,3 ,4 ,5 ,6 ,7 ,8 ,9 on one side and 0 on the other **KEY VOCABULARY :** Expanded form Hundreds Ones Place value Value **Standard form**	**Calendar:** **Point to the month and days of the week to know how many days we have been in a school Circle 23 on the 120 number chart.** **Learn :** **Write number 542 on the board** **Expanded form** **= 500 + 40 + 2** **Reflect :** **Complete :** **342 in expanded form is** **….. + ……+ ……**	**Pages 131 - 133**	**Shoulder partner – Calling sticks Thumbs up – high five**	Write the following numbers in the expanded form ? 467 = …….. 231= ……… 987= ………	**Calendar – cards - video**	**Allow students 5 minutes to share their numbers in expanded form with a partner.**		**Write the number : 400 + 50 + 9 = …….**

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class: 2 / …. Period : ………. Date: ….. / …… / 2019 present: ……….. Absent : …………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	Who Am I?	Chapter 3	lesson 24	Students will: * Participate in Calendar Math activities. * Read and write 3-digit numbers. * Read and write numbers 1 to 9 and multiples of 10 through 90 in word form .* Read and write numbers 1 to 9 and multiples of 10 through 90 in word form. **MATERIALS :** * Calendar Math area * Hundreds, Tens, Ones chart * Two sets of Number cards 1 to 9 * Student book and pencil **KEY VOCABULARY :** Standard form Expanded form Place value Value Word form	**Calendar:** **Point to the month and days of the week to know how many days we have been in a school** **Circle 24 on the 120 number chart.** **Learn :** write the number words for numbers 1 to 9. write the number words for multiples of ten—the numbers we say when we skip count by 10s. Continue with numbers 2 to 9, 10, 20, 30, 40, 50, 60, 70, 80, and 90. **Reflect :** try to write the word form of some numbers we practiced today without looking at the chart we just created	Pages 134 - 140	Shoulder partner – Calling sticks Thumbs up – high five	**1 – write the following numbers in Word form ?** **4 ……….** **20 ……….** **60 …………**	Calendar – cards - video	Allow students 5 minutes to share to spell numbers with a partner.	Pages 35 - 36	Write the numbers in Standard form : Eight - fifty

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class: 2 / .... **Period** : .... **Date**: ..... / ...... / 2019 **present**: .... **Absent** : .... **Students' total number**:..........

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	Who Am I?	Chapter 3	lesson 25	Students will: * Participate in Calendar Math activities. * Convert numbers in expanded form to standard form. Read and write numbers 1 to 9 in word form. Match the word form of numbers 11 to 19 to their standard form **MATERIALS :** * Calendar Math area * Dice (one die per small group of students) * Student book and pencil **KEY VOCABULARY :** Standard form Expanded form Place value Value Word form	**Calendar**: **Point to the month and days of the week to know how many days we have been in a school Circle 24 on the 120 number chart.** **Learn :** write a number in expanded form on the board. Work with your new partner to come up with the standard form **900 + 90 + 9** I wrote ten in word form on the board. First, you will copy what I wrote into your student book. Then you will write the standard form of ten Continue with numbers 12 to 19.	Pages 141 - 143	Shoulder partner – Calling sticks Thumbs up – high five	**1 – write the following numbers in Standard form ?** **five ....** **twenty ....** **seventy ....**	Calendar – cards - video	**Allow** Talk to their Shoulder Partner to discuss their favorite and least favorite form to write numbers	Pages 37	**Write the numbers in** Word form **: 9 - 90 - 30**

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Grade (2) class: 2 / …. Period : ………. Date: ….. / …… / 2019 present: ……….. Absent : …………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	Who Am I?	Chapter 3	lesson 26	Students will: * Participate in Calendar Math activities. * Read and write 3-digit numbers in standard and expanded form. * Identify the place and value of each digit in a 3-digit number. MATERIALS : * Calendar Math area * I Have… Who Has…? game cards * Student book and pencil KEY VOCABULARY : • Expanded form • Standard form • Word form	**Calendar:** **TEACHER DO:** Use the Calling Sticks to select one student to lead Calendar Math. **STUDENTS DO:** Selected student leads Calendar Math. All students participate **Learn :** Today we are going to play a game to help us learn how to read these different numbers better and faster. The game is called I Have... Who Has...? I am going to hand out a card to each student. I have 224. Who has 300 + 50 + 3?	Pages 140 - 141	Shoulder partner – Calling sticks	1 -What is the Expanded form of the number 256 ? 2 -What is the Standard form of the number 6 + 80 + 400 ?	Calendar – cards - video	Allow students 5 minutes to Circle the words to describe their thoughts and feelings about working un number	Page 38	Write the smallest number consists of 3 digits Write the greatest number consists of 3 digits

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class: 2 / …. Period : ………. Date: ….. / …… / 2019 present: ………. Absent : …………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	Who Am I?	Chapter 3	lesson 27	Students will: * Participate in Calendar Math activities. * Use place value to compare two 3-digit numbers. * Use the symbols >, =, and < to express comparisons. **MATERIALS :** * Calendar Math area * Greater than, less than, and equal signs * Number Comparison Card sets (one set per pair of students) * Student book and pencil **KEY VOCABULARY :** • Compare • Equal (=) • Greater than (>) • Less than (<) • Symbol	**Calendar:** Point to the month and days of the week to know how many days we have been in a school Circle 27on the 120 number chart. **Learn :** Post the >, <, and = signs on the board. Discuss the symbols with their partners. Let's use these symbols to help us compare 3-digit numbers. 731 and 378 731 > 378. 413 < 492. 938 > 689	Pages 142- 145	Shoulder partner – Calling sticks Thumbs up – high five	* Use the symbols >, =, and < to compare : 346 ………. 278 815 ………. 915 734 ……… 743 200+56 …….. 265 968 ….. 8+60+900	Calendar – cards - video	Allow students 5 minutes to compare between the numbers 153,768 and 624,091with a partner.		Write the Expanded form of the number 695. Write the Standard form of the number 2 + 70 + 300.

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class: 2 / …. Period : ………. Date: ….. / …… / 2019 present: ………. Absent : …………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	Who Am I?	Chapter 3	lesson 28	Students will: • Participate in Calendar Math activities. • Use place value to compare two 2-digit and 3-digit numbers. • Use the symbols >, =, and < to express comparisons. **MATERIALS :** * Calendar Math area * Greater than, less than, and equal signs * Number Comparison Card sets (one set per pair of students) * Student book and pencil **KEY VOCABULARY :** • Compare • Equal (=) • Greater than (>) • Less than (<) • Symbol	**Calendar:** Point to the month and days of the week to know how many days we have been in a school Circle 28 on the 120 number chart. **Learn :** we are going to learn how to compare two numbers that do not have the same number of digits. Compare between : 215 > 79 • There are more digits in 215 than 79. • The digits in 79 are all larger than the digits in 215. • There are no digits in the Hundreds place for 79.	Pages 146 - 148	Shoulder partner – Calling sticks Thumbs up – high five	* Use the symbols >, =, and < to compare : 46 ……… 123 546 ……… 89 99 ………. 111 500+8 …….77 8 + 90 ……. 222	Calendar – cards - video	Allow students 5 minutes to explain to someone in another Primary 2 class how to compare two numbers.	Pages 39 - 40	1 -What is the smallest number consists of 3 different digits? 2 -What is the greatest number consists of 3 different digits?

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Grade (2) class: 2 / …. **Period** : ………. **Date**: ….. / …… / 2019 **present**: ………. **Absent** : …………. **Students' total number**:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	Who Am I?	Chapter 3	lesson 29	Students will: • Participate in Calendar Math activities. • Order a set of 5 numbers from least to greatest or greatest to least. **MATERIALS :** • Calendar Math area • Student book and pencil **KEY VOCABULARY :** • Greatest • Least • Order	**Calendar:** **TEACHER DO**: Use the Calling Sticks to select one student to lead Calendar Math. **STUDENTS DO:** Selected student leads Calendar Math. All students participate **Learn :** Today we are going to compare a group of numbers to put them in order. Write the numbers in order from least to greatest. 11 , 156 , 4 , 23 , 17 Write the numbers in order from greatest to least. 28 , 4 , 38 , 241 , 34	Pages 149 - 151	Shoulder partner – Calling sticks Thumbs up – high five	**Write the numbers in order from greatest to least.** 60 , 16 , 161 , 616 , 245 **Write the numbers in order from least to greatest.** 111 , 9 , 85 , 51 , 99	Calendar – cards - video	Allow students 5 minutes to Find another Shoulder Partner pair and compare answers. Revise work as needed.	Page 41	Arrange some sets of numbers ascendingly & descendingly

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Grade (2) class: 2 / …. **Period** : ………. **Date**: ….. / …… / 2019 **present**: ………. **Absent** : ………….. **Students' total number**:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	Who Am I?	Chapter 3	lesson 30	**Students will:** • Participate in Calendar Math activities. • Compare and order numbers in expanded, word, and standard forms. **MATERIALS :** • Calendar Math area • Standard Form/Word Form poster • Number cards (for the teacher) • Blank note cards (5 to 10 per student) • Student book and pencil **KEY VOCABULARY :** Compare • Expanded form • Order • Standard form • Word form	**Calendar:** Point to the month and days of the week to know how many days we have been in a school Circle 30 on the 120 number chart. **Learn :** You get to make your own game cards • Create at least 3 game cards. • Write one number on each game card. • Write at least one number in expanded form, one in word form, and one in standard • Use the poster to help you with spelling. We will each turn over one card and read our number aloud. Whoever has the largest number wins that round.	Pages 152 - 154	Shoulder partner – Calling sticks Thumbs up – high five	* Use the symbols >, =, and < to compare : 325 …… 5+30+200 600+80+2 ……….862 639 …… 9+ 30 + 600 5 + 800 …….. 508 40 + 6 …… 6 + 400	Calendar – cards - video	Allow students 5 minutes to write or draw what you did well and what you still need to work on ?	Page 43	COMPARE BETWEEN SOME SETS OF NUMBERS WITH DIFFERENT FORMS ?

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐



Grade (2) class: 2 / …. Period : ………. Date: ….. / …… / 2019 present: ………. Absent : …………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher's guide pages	Teaching strategies	Questions Modeling	Digital	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	World around me	Chapter 4	lesson 31	Students will: * Participate in Calendar Math activities. * Explain the Commutative Property of Addition. * Apply mental math strategies to solve addition and subtraction problems. MATERIALS : * Calendar Math area * Student book and pencil KEY VOCABULARY : • Addend • Addition strategies • Sum • commutative	**Calendar:** **TEACHER DO:** Use the Calling Sticks to select one student to lead Calendar Math. **STUDENTS DO:** Selected student leads Calendar Math. All students participate **Learn :** Today we get the result of : 4+5 5+4 12+7 7+12	Pages 160 - 162	Shoulder partner – Calling sticks	1–Is the result of 5+4 equals to the result of 4+5 2- Is the result of 5+4 equals to the result of 4+5 3-What the name of this property	Calendar – cards - video	Allow students 5 minutes to Circle the words to describe their thoughts and feelings about working un number	Page 44	Complete: 7+….= 9+7

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: 2 / …. Period : ………. Date: ….. / …… / 2019 present: ……….. Absent : …………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher's guide pages	Teaching strategies	Questions Modeling	Digital	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	World around me	Chapter 4	lesson 32	Students will: * Participate in Calendar Math activities. * Apply mental math strategies to solve addition and subtraction problems. MATERIALS : * Calendar Math area * Dice (one die per group of 5 students) * Sets of number cards 1 to 9 (one set for each group of 5 students) * Student book and pencil KEY VOCABULARY : • Addend • Difference • Sum	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn :** *-First, I will roll the die. That number will go in the first box. *-I roll the die again. That number will go in the second box. *-Draw a number from the stack and write it in the third box As shown in maths book	Pages 163 - 165	Shoulder partner – Calling sticks	1–Find the result of : 63 +9 35 + 4 22 + 8 Using 120-chart	Calendar – cards - dice	Allow students 5 minutes to Circle the words to describe their thoughts and feelings about working un number	Page 45 - 47	Complete: 45 +7= …………

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: 2 / …. Period : ……… Date: ….. / …… / 2019 present: ………. Absent : …………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher's guide pages	Teaching strategies	Questions Modeling	Digital	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	World around me	Chapter 4	lesson 33	Students will: * Participate in Calendar Math activities. * Decompose 2-digit numbers into Tens and Ones. MATERIALS : * Calendar Math area * Sets of materials to Model Tens and Ones (one set for the teacher) * Optional: One set per small group of students * Student book and pencil KEY VOCABULARY : • Decomposing • Ones • Tens	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn :** Draw 8 sticks on the board to show 8 Tens. TEACHER SAY: Great. How many Ones are in the number 84? Show me on your hands. STUDENTS DO: Show 4 fingers on their hands for the number of Ones.	Pages 166 - 168	Shoulder partner – Calling sticks	1– decompose 84 into tens and ones 84 80 4	Calendar – cards	Allow students 5 minutes to Circle the words to describe their thoughts and feelings about working un number	Page 48 - 49	decompose 74 into tens and ones

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐



Grade (2) class: 2 / …. Period : ……… Date: ….. / …… / 2019 present: ………. Absent : …………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher's guide pages	Teaching strategies	Questions Modeling	Digital	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	World around me	Chapter 4	lesson 34	Students will: * Participate in Calendar Math activities. * Add two 2-digit numbers without regrouping. * Decompose 2-digit numbers to solve addition story problems_ MATERIALS : * Calendar Math area * Student book and pencil KEY VOCABULARY : • Decomposing • Ones • Tens	**Calendar:** **TEACHER DO:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn :** 23 → 20, 3 + 35 → 30, 5	Pages 168 - 172	Shoulder partner – Calling sticks	1– find the result of : (50+2) + (30+6) = ………. (10+3) + (40+1) = ………. (80+6) + (10+3) = ……….	Calendar – cards	Allow students 5 minutes to Circle the words to describe their thoughts and feelings about working un number	Page 50 - 52	Find the result : 33 +25

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: 2 / …. Period : ………. Date: ….. / …… / 2019 present: ……….. Absent : …………. Students' total number:………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher's guide pages	Teaching strategies	Questions Modeling	Digital	Differentiation / Challenges	Math's Journal	Enrichment	
Mathematics	World around me	Chapter 4	lesson 35	Students will: * Participate in Calendar Math activities. * Subtract 2-digit numbers without regrouping. * Decompose 2-digit numbers to solve subtraction story problems. MATERIALS : * Calendar Math area * Student book and pencil KEY VOCABULARY : • Decomposing • Difference • Ones • Subtract • Tens	Calendar: Use the Calling Sticks to select one student to lead Calendar Math. Learn 97 90 7 – 35 30 5	Pages 173 - 176	Shoulder partner – Calling sticks	1– find the result of : (50+9) - (30+6) = ……….. (70+3) - (40+1) = ……….. (80+6) - (10+3) = ……….	Calendar – cards	Allow students 5 minutes to Circle the words to describe their thoughts and feelings about working un number	Page 53 - 55	Find the result : 88 - 25	

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: 2 / …. Period : ………. Date: ….. / …… / 2019 present: ……….. Absent : …………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher's guide pages	Teaching strategies	Questions Modeling	Digital	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	World around me	Chapter 4	lesson 36	Students will: * Participate in Calendar Math activities. * Use place value to estimate sums and differences. * Solve 2-digit addition and subtraction problems without regrouping. MATERIALS : * Calendar Math area * Student book and pencil KEY VOCABULARY : • Difference • Estimate • Estimation • Place value • Strategy • Sum	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** Estimate the result of : 29 + 38 29 is nearest to 30 and 38 is nearest to 40 , then the estimation of 26 + 38 is 30 +40 Notice 29 + 38= 67 use120-chart , and 30 + 40= 70 , the number 70 is near to 67	Pages 177 - 180	Shoulder partner – Calling sticks	1– Estimate the result of : 47 – 39 16 +17 11 + 71 62 – 27	Calendar – cards	Allow students 5 minutes to Circle the words to describe their thoughts and feelings about working un number	Page 56	Estimate the result : 48 + 21

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐

Grade (2) class: 2 / .... Period : .... Date: ..... / ...... / 2019 present: .... Absent : .... Students' total number:...........

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher's guide pages	Teaching strategies	Questions Modeling	Digital	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	World around me	Chapter 4	lesson 37	Students will: * Participate in Calendar Math activities. * Use place value to estimate sums. * Decompose 2-digit numbers to solve addition problems. **MATERIALS :** * Calendar Math area * Student book and pencil **KEY VOCABULARY :** • Decomposing • Estimate • Estimation • Place value	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** 37 → 30, 7 + 48 → 40, 8 = ☐ 30 + 40 = 70 7 + 8 = 15 70 + 15 = 85 The estimation result of 37 + 48 is 40 +50 = 90	Pages 181 - 184	Shoulder partner – Calling sticks	1– use the place value to estimate the result of : 22 + 39 92 – 59	Calendar – cards	Allow students 5 minutes to Circle the words to describe their thoughts and feelings about working un number	Page 57	use the place value to estimate the result of : 62 – 31

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: 2 / …. Period : ……… Date: ….. / …… / 2019 present: ………. Absent : …………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher's guide pages	Teaching strategies	Questions Modeling	Digital	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	World around me	Chapter 4	lesson 38	Students will: * Participate in Calendar Math activities. * Decompose 2-digit numbers to solve addition problems. * Model regrouping using pictures or manipulatives MATERIALS : * Calendar Math area * Student book and pencil * Sets of materials to Model Tens and Ones (one set for the teacher) * Optional: One set per small group of students KEY VOCABULARY : • Addends • Ones – Sum • Place value • Regrouping • Tens	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** 26 + 38 = [ ] Tens Ones / Tens Ones / Tens Ones To find the result , regroup 6 + 8 = 14 ones to 1 ten and 4 ones then the result will be 20 + 30 + 10 + 4 = 60 + 4 = 64	Pages 185 - 189	Shoulder partner – Calling sticks	1– By regrouping find the result of : 26 + 37 49 + 28	Calendar – cards	Allow students 5 minutes to Circle the words to describe their thoughts and feelings about working un number	Page 58 – 59	By regrouping find the result of : 63 + 28

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐



Grade (2) class: 2 / …. Period : ………. Date: ….. / …… / 2019 present: ……….. Absent : …………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher's guide pages	Teaching strategies	Questions Modeling	Digital	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	World around me	Chapter 4	lesson 39	Students will: * Participate in Calendar Math activities. * Mentally calculate sums of two 1-digit numbers. * Solve 2-digit addition problems with and without regrouping. * Model regrouping using pictures or manipulative. MATERIALS : * Calendar Math area * Sets of number cards 1 to 9 (one set per pair of students and teacher) KEY VOCABULARY : • Addends - Equal • Compare • Greater than • Less than • Regrouping	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** students use number cards to make two 2-digit numbers and add them with and without regrouping. To keep the sums under 100, students work with two piles of cards one pile 1 to 4 and the other pile 5 to 9.	Pages 190 - 192	Shoulder partner – Calling sticks	1– By regrouping find the result of : 36 + 48 27 + 37	Calendar – cards	Allow students 5 minutes to Circle the words to describe their thoughts and feelings about working un number	Page 60	By regrouping find the result of : 45 + 16

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Grade (2) class: 2 / …. Period : ………. Date: ….. / …… / 2019 present: ……….. Absent : …………. Students' total number:……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher's guide pages	Teaching strategies	Questions Modeling	Digital	Differentiation / Challenges	Math's Journal	Enrichment
Mathematics	World around me	Chapter 4	lesson 40	Students will: * Participate in Calendar Math activities. * Collaborate to add four 2-digit numbers. **MATERIALS :** * Calendar Math area * Student book and pencil * Optional: Base Ten blocks or other place value models **KEY VOCABULARY :** • Addends • Regrouping • Sum	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** Write the following problem on the board: 25 + 14 + 35 + 17 = Ask the students to find the result by regrouping	Pages 193 - 195	Shoulder partner – Calling sticks	1– By regrouping find the result of : 36 + 38 + 14 + 21 27 + 37 + 11 + 25	Calendar – cards	Allow students 5 minutes to Circle the words to describe their thoughts and feelings about working un number	Page 61 - 62	By regrouping find the result of : 33 + 16 + 13 + 25

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Grade (2) class: .... Date:...................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 5	lesson 41	**LEARNING OBJECTIVES** Participate in Calendar Math activities. • Identify and name two-dimensional shapes. • Describe the attributes of two-dimensional shapes. **KEY VOCABULARY** • Attributes • Hexagon • Parallel • Pentagon • Quadrilaterals • Rectangle • Rhombus • Trapezium • Sides • Triangle • Square • Two-dimensional • Vertex • Vertices **MATERIALS** • Calendar Math area • Large two-dimensional shapes for demonstration • Student book and pencil	(see shape table below)	Pages 204 - 207	Calling Sticks - Relay Race	*-what do you remember about calendars? *-How many sides are there in trapezium ? *- How many vertices are there in pentagon ? *- How many vertices are there in triangle ? *- How many sides are there in rhombus ?	Calendar - Two dimensional shape stencils	Allow students a moment to share their thoughts with a partner.	Pages 63	How many sides are there in rectangle ?

Shape	Name	Attributes	
		Sides	Vertices
	Triangle	3	3
★	Square	4 (4 equal)	4
★	Rectangle	4 (2 short, 2 long)	4
★	Trapezium	4 (2 parallel, 2 not parallel)	4
★	Rhombus	4 (4 equal)	4
	Pentagon	5	5
	Hexagon	6	6

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: .... Date:.. present :........... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 5	lesson 42	**LEARNING OBJECTIVES** • Participate in Calendar Math activities. • Identify shapes that have specified attributes. • Sort two-dimensional shapes based on attributes. **KEY VOCABULARY** • Attributes • Hexagon • Parallel • Pentagon • Quadrilaterals • Rectangle • Rhombus • Trapezium • Sides • Triangle • Square • Two-dimensional • Vertex • Vertices **MATERIALS** • Calendar Math area • Large two-dimensional shapes for demonstration • Student book and pencil	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** Use maths boo to colour : Three-sided shapes four-sided shapes five-sided shapes six-sided shapes	Pages 208 - 210	Calling Sticks - Relay Race	*-what do you remember about calendars? *-How many sides are there in trapezium ? *- How many vertices are there in pentagon ? *- How many vertices are there in triangle ? *- How many sides are there in rhombus ?	Calendar - Two dimensional shape stencils	Allow students a moment to share their thoughts with a partner.	Pages 64 - 65	How many sides are there in hexagon ?

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: .... Date:...................................... present :........... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 5	lesson 43	**LEARNING OBJECTIVES** • Participate in Calendar Math activities. • Identify and draw two-dimensional shapes based on given attributes. • Describe and identify two-dimensional shapes by their attributes. **KEY VOCABULARY** • Attributes • Hexagon • Parallel • Pentagon • Quadrilaterals • Rectangle • Rhombus • Trapezium • Sides • Triangle • Square • Two-dimensional • Vertex • Vertices **MATERIALS** • Calendar Math area • Large two-dimensional shapes for demonstration • Student book and pencil	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** Who am I ? *- I'm a shape of five sides *- I'm a shape of six vertices *- I'm a shape of three sides *- I'm a shape of four equal sides	Pages 211 - 213	Calling Sticks - Relay Race	*-what do you remember about calendars? *-How many sides are there in trapezium ? *- How many vertices are there in pentagon ? *- How many vertices are there in triangle ? *- How many sides are there in rhombus ?	Calendar - Two dimensional shape stencils	Allow students a moment to share their thoughts with a partner.	Pages 66 - 67	I'm a shape of two parallel sides and other two not equal ?

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: ……………………… Date:………………………………… present :……….. Absent: …………. Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 5	lesson 44	**LEARNING OBJECTIVES** • Participate in Calendar Math activities. • Arrange two-dimensional shapes to create a picture. **MATERIALS** • Calendar Math area • Large sheets of paper (one sheet per student) • Sets of stencils of two-dimensional shapes (one set per small group of students) • Several sheets of colored construction paper (one set per small group of students) • Shape count cards (one per student) • Glue or glue sticks (at least two per small group of students) • Scissors (at least two per small group of students) • Student book and pencil	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** Trace or draw shapes, cut shapes out, arrange shapes to create a picture, and glue shapes to finish. Complete the shape count card and glue it to the back of their picture.	Pages 214 - 215	Calling Sticks - Relay Race	*-what do you remember about calendars? *-How many sides are there in trapezium ? *- How many vertices are there in pentagon ? *- How many vertices are there in triangle ? *- How many sides are there in rhombus ?	Calendar - Two dimensional shape stencils	Allow students a moment to share their thoughts with a partner.	---------------	I'm a shape of two parallel sides and other two not equal ?

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: ……………………… Date:……………………………… present :……… Absent: ………… Students' total number: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 5	lesson 45	**LEARNING OBJECTIVES** • Participate in Calendar Math activities. • Measure the length of objects in centimeters. • Describe strategies for accurately measuring the length of objects. **KEY VOCABULARY** Centimeter (cm) • Length • Measurement • Ruler • Standard unit of measure **MATERIALS** Calendar Math area • Student book and pencil	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** Find the length of the pencil and glue stick	Pages 216 - 219	Calling Sticks - Relay Race	Use your ruler to find the length of : Paper clip Crayon Pencil Your finger	Calendar - ruler	Allow students a moment to share their thoughts with a partner.	Pages 68 - 70	What is the length of your finger ?

Teacher's Self Reflection	Exceeds expectations	Meets expectations	Sometimes Meets Expectations	Below Expectations
☐	☐	☐	☐	☐



Grade (2) class: ……………………… **Date:**……………………………… **present** :……… **Absent:** ………… **Students' total number**: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 5	lesson 46	**LEARNING OBJECTIVES** Participate in Calendar Math activities. • Explain the relationship between centimeters and meters. • Measure objects to the nearest centimeter. • Estimate lengths of objects to benchmark lengths of 1, 10, 50, and 100 cm. **KEY VOCABULARY** Benchmark-Measurement • Centimeter (cm) • Estimate • Length • Estimation • Meter (m) Standard unit of measure **MATERIALS** Pieces of string: 1 cm ,10 cm , 50 cm , and 100 cm	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** *- tear the page of the ruler in your book *- tear the ruler carefully and use it to measure a crayon *- look at the 1 , 10 , 50 , and 100 cm strips *- try to estimate the length of many things using 1 , 10 , 50 , and 100 cm strips	Pages 220 - 223	Calling Sticks - Relay Race	estimate the length of the following (using 1 , 10 , 50 , and 100 cm strips) *- your finger *- your desk *- your arm Your leg	Calendar - ruler	Allow students a moment to share their thoughts with a partner.	Pages 71 - 74	What is the estimation length of your finger ?

Teacher's Self Reflection ☐ **Exceeds expectations** ☐ **Meets expectations** ☐ **Sometimes Meets Expectations** ☐ **Below Expectations** ☐



Grade (2) class: .... Date:...................................... present :........... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment	
Maths	World around me	Chapter 5	lesson 47	**LEARNING OBJECTIVES** Participate in Calendar Math activities. • Estimate and confirm the length of an object. • Measure the sides of two-dimensional shapes. **KEY VOCABULARY** Centimeter • Length • Estimation **MATERIALS** Centimeter rulers • Sets of two-dimensional shapes (one set for each group of 4 or 5 students • A real-life example of a sphere, a cylinder, and a rectangular prism	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** Use your ruler to measure the length of the edges of the following shapes : *- cube *- cuboid *- prism *- pyramid *- cone *- cylinder	Pages 224 - 226	Calling Sticks - Relay Race	What is the length of the edge of the following (using your ruler) *- cube *- cuboid *- prism *- pyramid *- cone *- cylinder	Calendar - ruler	Allow students a moment to share their thoughts with a partner.	Pages 75	What is the length of the edge of a cylinder ?	

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: ……………………… **Date:**……………………………… **present** :……… **Absent:** ………… **Students' total number**: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 5	lesson 48	**LEARNING OBJECTIVES** Participate in Calendar Math activities. • Identify and name three-dimensional shapes. • Identify and count attributes of three-dimensional shapes. **KEY VOCABULARY** Attributes - Cube • Cylinder • Faces - Edges • Sphere • Vertices • Rectangular prisms • Square • Vertex • Square-based pyramid **MATERIALS** Calendar Math area • Student book and pencil • Real-life examples of three-dimensional shapes	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** Count attributes of the following shapes : *- cube *- cuboid *- prism *- pyramid *- cone *- cylinder	Pages 227 - 230	Calling Sticks - Relay Race	**What is the number of edges of the following three-dimensional shapes:** ***- cube** ***- cuboid** ***- prism** ***- pyramid** ***- cone** ***- cylinder**	Calendar - three-dimensional shapes.	Allow students a moment to share their thoughts with a partner.	Pages 76 - 78	What is the number of vertices of the cuboid ?

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: ……………………… Date:……………………………… present :………. Absent: …………. Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 5	lesson 49	**LEARNING OBJECTIVES** Participate in Calendar Math activities. *-Identify three-dimensional shapes based on attributes. • Sort three-dimensional shapes based on attributes. **KEY VOCABULARY** The same of the previous lesson **MATERIALS** Scissors (at least one per pair of students) • Glue or glue sticks (at least one per pair of students) • Real-life examples of three-dimensional shapes	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** **Write the name of :** *- Shapes with 4 or more Faces *- Shapes with 0 edges, faces, or vertices *-Shapes with 1 vertex	Pages 231 - 233	Calling Sticks - Relay Race	**Write the name of :** *- Shapes with 6 or more edges *- Shapes with at least 1 circle face	Calendar - three-dimensional shapes.	Allow students a moment to share their thoughts with a partner.	Pages 79 - 82	Write the name of Shapes with more than 2 faces but fewer than 6

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class: ……………………… Date:………………………………… present :……… Absent: ………… Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 5	lesson 50	**LEARNING OBJECTIVES** Participate in Calendar Math activities. • Build three-dimensional shapes. • Describe the attributes of three-dimensional shapes. **KEY VOCABULARY** The same of the previous lesson **MATERIALS** Real-life examples of three-dimensional shapes (from Lessons 48 and 49) • Bags containing three-dimensional shape construction materials • Example of a three-dimensional shape (or images)	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** *- Show students the shape you created *-Move to sit with partner. Select a three-dimensional shape to build. Work together to build the shape they selected and fill out the shape label. *-Walk around the classroom, observing students as they build their shapes and fill out their labels	Pages 234 - 236	Calling Sticks - Relay Race	What is the number of edges , vertices and faces of the following three-dimensional shapes: *- cube *- cuboid *- prism *- pyramid *- cone *- cylinder	Calendar - three-dimensional shapes.	Allow students a moment to share their thoughts with a partner.	------------------------------	Write the name of the Shapes with 12 edges

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: ……………………… **Date:**……………………………… **present** :……….. **Absent:** …………. **Students' total number**: ………..

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 6	lesson 51	**LEARNING OBJECTIVES** Participate in Calendar Math activities. • Compare grams and kilograms. • Select appropriate units to measure the mass of objects. **KEY VOCABULARY** • Gram (gm) • Light • Heavier • Kilogram (kg) • Lighter • Heavy • Mass • Weight **MATERIALS** • Calendar Math area • Benchmark, real-world weights for gram and kilogram • Standard units of mass (steel weights),if available • Student book and pencil	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** Decide which would be the best unit of measurement for weighing each object. **(Kg or Gm) :** ***- a dog** ***- a balloon** ***- a paper** ***- a chair**	**Pages 244 - 247**	**Calling Sticks - Relay Race**	***-what do you remember about calendars?** ***-which is heavier a dog or a mouse ?** ***-which is heavier a paper or a chair ?** ***-which is lighter a pen or a hen ?** ***-which is lighter a deck or a book ?**	**Calendar - Standard units of mass**	**Allow students a moment to share their thoughts with a partner.**	**Pages 83 -84**	**your weight is measured by (Kg or Gm) ?**

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: ……………………… **Date:**……………………………… **present** :……….. **Absent:** …………. **Students' total number**: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 6	lesson 52	**LEARNING OBJECTIVES** • Participate in Calendar Math activities. • Investigate the mass of various items. • Match items to mass in grams or kilograms. **KEY VOCABULARY** • Gram (gm) • Light • Heavier • Kilogram (kg) • Lighter • Heavy • Mass • Weight **MATERIALS** • Calendar Math area • Benchmark weights 1gm , ½ kg, 1 kg, 5 kg, 10 kg • Poster showing items and the mass of each • Sets of Mass Matching Cards (one set per pair of students)	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** Estimate which would be the best unit of measuring for weighing each object. **(Using 1gm , ½ kg, 1 kg, 5 kg, 10 kg)** ***- a dog** ***- a balloon** ***- a paper** ***- a chair**	Pages 248 - 250	Calling Sticks - Relay Race	***-what do you remember about calendars?** ***-Estimate the weight of a cat** ***-Estimate the weight of a rat** ***-Estimate the weight of a sheep** ***-Estimate the weight of yourself**	Calendar - Standard units of mass	Allow students a moment to share their thoughts with a partner.	------------------------------	Estimate the weight of a rabbit

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: .... Date:..................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 6	lesson 53	**LEARNING OBJECTIVES** • Participate in Calendar Math activities. • Solve addition story problems with 1- and 2-digit numbers. • Solve addition problems involving mass. **KEY VOCABULARY** • Gram (gm) • Kilogram (kg) • Mass **MATERIALS** • Calendar Math area • 5 1-kg bags of rice with "1 kg" labels • Student book and pencil	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** ***- Aisha has 1 dog that weighs 10 kilograms and 1 cat that weighs 5 kilograms. How much do both of Aisha's pets weigh together?** .... + ... = ...	Pages 251 - 253	Calling Sticks - Relay Race	***-what do you remember about calendars?** *** - Raja has two toy balls that each weigh 100 grams. He puts them both in his bag to take to the park. How much do Raja's toy balls weigh together?** .... + ... = ...	Calendar - Standard units of mass	Allow students a moment to share their thoughts with a partner.	Pages 85 -87	10 + 5 = ...

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐



Grade (2) class: ……………………… Date:……………………………… present :……….. Absent: …………. Students' total number: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 6	lesson 54	**LEARNING OBJECTIVES** • Participate in Calendar Math activities. • Solve addition and subtraction story problems. • Solve story problems involving mass. • Create one-step story problems involving adding or subtracting units of mass. **KEY VOCABULARY** • Gram (gm) • Kilogram (kg) • Mass **MATERIALS** • Calendar Math area • 5 1-kg bags of rice with "1 kg" labels • Student book and pencil	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** ***- Mostafa has a bag of rocks that weighs 19 kilograms. He found 7 more kilograms of rocks and put them in his bag. How many kilograms of rocks does Mostafa have in his bag in all?** ……………… + ………………… = …………………….	Pages 254 - 256	Calling Sticks - Relay Race	***-what do you remember about calendars?** *** - Karim has a box of crackers that weighs 78 grams. He eats 19 grams of crackers. How many grams of crackers are left in the box?** ………… + ………. = …………………	Calendar - Standard units of mass	Allow students a moment to share their thoughts with a partner.	Pages 88 - 90	13 + 57 = ………………

Teacher's Self Reflection ☐ Exceeds expectations ☐ Meets expectations ☐ Sometimes Meets Expectations ☐ Below Expectations ☐



Grade (2) class: .... Date:.................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 6	lesson 55	**LEARNING OBJECTIVES** • Participate in Calendar Math activities. • Explain that a day equals 24 hours. • Distinguish between a.m. and p.m. **KEY VOCABULARY** • a.m. • Analog clock • Clock face • Digital clock • Hour hand • Minute hand • p.m. • Time **MATERIALS** • Calendar Math area • Large analog clock • Large digital clock • Student book and pencil	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn(choose a.m. or p.m.)** a.m. p.m. a.m. p.m. a.m. p.m. a.m. p.m.	Pages 257 - 259	Calling Sticks - Relay Race	***-what do you remember about calendars?** ***- Directions: Decide if the activity happens in the a.m. or p.m. Circle your answer.** ***- Eating breakfast 7:00 (a.m. or p.m.)** ***- going to bed 10:00 (a.m. or p.m.)**	Calendar - Digital clock - Analog clock	Allow students a moment to share their thoughts with a partner.	Pages 91 - 92	*- Eating dinner (a.m. or p.m.)

Teacher's Self Reflection	Exceeds expectations	Meets expectations	Sometimes Meets Expectations	Below Expectations



Grade (2) class: ……………………… Date:……………………………… present :……… Absent: ………… Students' total number: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices							
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 6	lesson 56	**LEARNING OBJECTIVES** • Participate in Calendar Math activities. • Create an analog clock. • Tell time to the hour. **KEY VOCABULARY** • a.m. • Time_• p.m. • Analog clock • Clock face • Hour hand • Digital clock • Minute hand **MATERIALS** • Calendar Math area • Student book and pencil • Large blank analog clock face, hands, and connector • Small blank analog clock faces, hands, and connectors • Hole punch • Scissors • Optional: Real analog and digital clocks • Alternate: Teaching clock with movable hands	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** **This is an analog clock. The numbers around the clock tell us the hour. We read the time by looking at the two hands. The hands move constantly. The short hand tells us the hour. The long hand tells us the minutes.**	Pages 260 - 263	Calling Sticks - Relay Race	***-what do you remember about calendars?** ***- complete :** **- The long hand refer to ………………….** **- The short hand refer to ………………….** **- The number that is written around the analog clock refer to ………………….**	Calendar - Digital clock - Hole punch - Scissors	Allow students a moment to share their thoughts with a partner.	-------------------------	Lock at the clock and tell the time

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class: ……………………… Date:……………………………… present :……… Absent: ………… Students' total number: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 6	lesson 57	**LEARNING OBJECTIVES** • Participate in Calendar Math activities. • Tell time to the half hour. • Show time to the half hour on an analog clock. **KEY VOCABULARY** • Analog clock • Clock face • Digital clock • Half hour • One half • Half past • Hour • Hour hand • Minute hand **MATERIALS** • Calendar Math area • Optional: Real analog and digital clocks • Alternate: Teaching clock with movable hands • Half-Hour Cards	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** **Draw a number line counting by 5s from 0 to 60. Be sure the lines are evenly spaced.** 12 1 2 3 4 5 6 7 8 9 10 11 12 0 5 10 15 20 25 30 35 40 45 50 55 60 8:30 HOUR MINUTES **Say half past 8**	**Pages 264 - 268**	**Calling Sticks - Relay Race**	***-what do you remember about calendars?** ***- tell the time** **9:30** **11:30** **5:30** **6:30**	**Calendar - Digital clock - Hole punch - Scissors**	**Allow students a moment to share their thoughts with a partner.**	**Pages 93**	**tell the time 1:30**

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐



Grade (2) class: .... Date:...................................... present :.......... Absent: .... Students' total number: ....

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 6	lesson 58	**LEARNING OBJECTIVES** • Participate in Calendar Math activities. • Read time to the hour and half hour. • Write time to the hour and half hour. • Match digital times to analog times. **KEY VOCABULARY** • Analog clock • Clock face • Digital clock • Half hour • One half • Half past • Hour • Hour hand • Minute hand **MATERIALS** • Optional: Real analog and digital clocks • Alternate: Teaching clock with movable hands	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** **Your teacher will say a time. Show the time on the analog and digital clocks below.** 1 2 11 12 1 2 3 4 5 6 7 8 9 10 11 12 1 2 3 4 5 6 7 8 9 10 : :	Pages 269 - 271	Calling Sticks - Relay Race	*-what do you remember about calendars? *- Draw the hands that represents 9:15 1 11 12 1 2 3 4 5 6 7 8 9 10	Calendar - Digital clock - Hole punch - Scissors	Allow students a moment to share their thoughts with a partner.	Pages 94	tell the time 7:15

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class: ……………………… Date:……………………………… present :……… Absent: ………… Students' total number: ………

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 6	lesson 59	**LEARNING OBJECTIVES** • Participate in Calendar Math activities. • Read time to the hour and half hour. • Write time to the hour and half hour. • Match digital times to analog times. **KEY VOCABULARY** • Analog clock • Clock face • Digital clock • Half hour • One half • Half past • Hour • Hour hand • Minute hand **MATERIALS** • Analog and digital clock • Alternate: Teaching clocks with movable hands and movable digits	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** **Draw triangles clearly and neatly for one minute. Your teacher will tell you when to start and stop. Then, count your triangles and record your total.**	Pages 272 - 275	Calling Sticks - Relay Race	***-what do you remember about calendars?** ***- tell the time** **9:15** **11:30** **5:45** **6:65**	Calendar - Digital clock - Hole punch - Scissors	Allow students a moment to share their thoughts with a partner.	Pages 95 - 97	tell the time 10:45

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐

Grade (2) class: ……………………… **Date:**……………………………… **present** :………. **Absent:** …………. **Students' total number**: ……….

Content/ window	theme	Chapter	Lesson	Learning outcomes	Activities	Teacher's Choices						
						Teacher guide Pages	Teaching strategies strategies	Questions Modeling	Digital sources	Differentiation / Challenges	Math's Journal	Enrichment
Maths	World around me	Chapter 6	lesson 60	**LEARNING OBJECTIVES** • Participate in Calendar Math activities. • Read time to the quarter hour. • Write time to the quarter hour. • Match analog times to the quarter hour to their digital and written forms. **KEY VOCABULARY** • Half hour • Half past • One quarter • Quarter past • Quarter to **MATERIALS** • Crayons or colored pencils • Analog and digital clock • Alternate: Teaching clocks with movable hands and movable digits	**Calendar:** Use the Calling Sticks to select one student to lead Calendar Math. **Learn** **Match the clock with the time.** Quarter to 1 12:45 Quarter past 3 3:15 Quarter to 5 4:45	Pages 276 - 280	Calling Sticks - Relay Race	*-what do you remember about calendars? *- What is one thing you are proud of learning about time? What is one thing you are still working on? Write about or draw your thinking	Calendar - Digital clock - Hole punch - Scissors	Allow students a moment to share their thoughts with a partner.	Pages 98 - 99	tell the time 2:00

Teacher's Self Reflection ☐	Exceeds expectations ☐	Meets expectations ☐	Sometimes Meets Expectations ☐	Below Expectations ☐